

F. Funding

1. Allocation Criteria

[Federal Planning Guidance: What criteria will the State use, consistent with each program's authorizing law, to allocate funds for each of the programs included in the unified plan? Describe how the State will use funds the State receives to leverage other Federal, State, local, and private resources, in order to maximize the effectiveness of such resources, and to expand the participation of business, employees, and individuals in the statewide workforce investment system. (WIA Sec. 112(b)(10))]

The Arkansas Workforce Investment Board (WIB) will coordinate and establish policy for conducting all employment and training activities within the workforce investment system created by the federal Workforce Investment Act of 1998 and Arkansas Act 1125 of 1999, including all activities conducted in and through Arkansas' One-Stop career centers. The criteria for funding the programs included in this plan will be consistent with the federal and state laws governing those programs and are described in detail in the program sections below.

The chief elected official or lead elected official in a local workforce investment area will serve as the local grant recipient for, and shall be liable for any misuse of, the grant funds allocated to the local area for youth, adult, and dislocated worker activities under Sections 128, 129, 133, and 134 of the Workforce Investment Act.

In a case in which a local workforce investment area includes more than one unit of general local government, the chief elected officials of such units will execute an agreement that specifies the respective roles of the individual chief elected officials, including responsibility for maintaining the integrity of the allocated funds. If, after a reasonable effort, the chief elected officials are unable to reach agreement about this responsibility, the Governor makes the determination. The local plan must include the agreement concerning this responsibility.

In order to assist in the disbursement of the grant funds, the chief elected official or lead elected official of a local workforce investment area may designate an entity to serve as a local grant subrecipient for such funds or as a local fiscal agent. Such designation shall not relieve the chief elected official or lead elected official of the liability for any misuse of grant funds.

The local grant recipient or subrecipient will disburse such funds for workforce investment activities at the direction of the local board. The local grant recipient or subrecipient will disburse the funds immediately on receiving such direction from the local board.

The local board, in partnership with the chief elected official(s), will conduct oversight with respect to local programs of youth activities authorized under WIA Section 129, local

employment and training activities authorized under WIA Section 134, and the One-Stop delivery system in the local area.

It is the policy of the Arkansas Workforce Investment Board that no local mandatory One-Stop partner may opt out of participation in the One-Stop system. Furthermore, the Arkansas Workforce Investment Board expects all local One-Stop partners to meaningfully participate in the One-Stop system, including financial support of the One-Stop center at a level proportionate to the partner's participation.

Local workforce investment boards and One-Stop center operators will be encouraged to include non-mandatory programs and service providers as partners in the One-Stop system. These non-mandatory partners will include agencies that serve customer groups with barriers to employment. Non-mandatory partners will also include private, for-profit enterprises in the employment and training field. These non-mandatory partners will share the responsibility of One-Stop administrative costs. This is intended to bring a broader array of needed services to the One-Stop system and provide a broader funding base for One-Stop operations.

The Arkansas Workforce Investment Board met January 11, 2000, to discuss the implementation of the Workforce Investment Act of 1998 and solicit recommendations from the public for improving the workforce investment system. Recommendations regarding the criteria for allocating funds were included in this discussion and are listed below:

The board's recommendations on funding were:

- Local workforce investment boards will be responsible for the administration of funds allocated to the workforce investment areas for conducting the local youth, adult, and dislocated worker described in WIA Sections 129 and 134. Local boards must describe in local plans how funds will be administered and how the activities described in WIA Sections 129 and 134 will be conducted with those funds.
- Local plans must be approved by the Arkansas Workforce Investment Board.
- In providing services to youth, adults, and dislocated workers, local workforce investment boards must ensure full and meaningful participation in the local One-Stop center by program operators, including adequate financial support of the center.
- Local boards must ensure that the needs of special population groups are met.
- Local boards must ensure that providers to collect data for reporting on performance.
- Innovation and collaboration are to be encouraged, and duplication of services must be eliminated.
- The needs of employers must be assessed and action plans to meet these needs must be developed.

- The One-Stop centers must be aggressively marketed to employers and job seekers by all One-Stop partners.
- Lifelong learning must be encouraged, and workers must be encouraged to train for job in industries.
- Partnerships between the private enterprise and the two-year colleges must be encouraged, and the K-12 education must improve.

[The information below offers a general overview of the funding for the programs included in this plan. In accordance with the planning guidance, information requested about specific programs follows the general overview.]

PERKINS III/ TECH PREP

The local grant funds are split into two funding streams--secondary (75 percent) and postsecondary (25 percent)—with the split being based upon historical enrollment data in vocational and technical education programs. The distribution of each of the two funding streams is specified by the Act and is based on data that is intended to drive the funds to areas of poverty.

At the postsecondary level, the funds are based on the number of students receiving Pell grants in the vocational and technical education programs at less than the baccalaureate degree level. Institutions that receive less than \$50,000 in the distribution must join with other institutions in a consortia arrangement to ensure that the program offered is of size, scope, and quality to be effective. At the secondary level, the funds are based on census data for the number of children ages 5-17 that reside in the district in families below the poverty level (70 percent) and on the number of students enrolled in K-12 in the district (30 percent). Districts that receive less than \$15,000 in the distribution must join with other districts in a consortia arrangement. The regional educational cooperatives and secondary area vocational centers are often the fiscal agents for these secondary consortia.

The Tech Prep education grants are provided to consortia of secondary and postsecondary agencies with their budgets being determined, in part, by the number of students served by the consortia in their program.

Many Perkins recipients have worked with their Career Opportunities Regional Partnership to obtain funds to implement activities that complement vocational and technical education.

WORKFORCE INVESTMENT ACT TITLE I (YOUTH, ADULT, AND DISLOCATED WORKER)

The Arkansas WIB has chosen to distribute the WIA Title I youth and adult funds the first year using the standard federal formula and has chosen to adopt the hold harmless clause for the first

year. Dislocated worker funds will be distributed by placing the following weights on the six factors: 5 percent insured unemployment, 15 percent unemployment concentrations, 30 percent plant closings and mass layoffs, 15 percent declining industries, 5 percent farmer-rancher economic hardship, and 30 percent long-term unemployment. The WIB will study the effect of each of these formulas during the first year and may amend them for the second year of the plan.

ADULT EDUCATION AND FAMILY LITERACY

Funding is awarded to local adult education/literacy providers through a grant process based on literacy rate and the core indicators of performance as outlined in Title II of the Workforce Investment Act. State funds are allocated annually using a predetermined formula approved by the State Board of Workforce Education and Career Opportunities and included in the department's appropriation law. Federal funds are allocated using a competitive process.

The Arkansas Department of Workforce Education will coordinate services with state and local agencies to leverage funds and services to maximize the effectiveness of such resources and expand the participation of business, employees, and individuals in the statewide workforce investment system.

FOOD STAMP EMPLOYMENT & TRAINING PROGRAMS

The Food and Nutrition Service provides 100 percent of the funding for program participation with a maximum on some components. Also, a separate funding at the 50 percent level is provided for certain activities.

TRADE ACT PROGRAMS

Funding is provided by the U.S. Department of Labor when it approves a petition to certify a company or a portion of its production as being trade affected. The amount varies according to the size of the layoff. Funds may be used only for individuals who have lost their jobs in companies for which a petition has been approved. Coordination with state and local dislocated worker programs under WIA Title I and with Pell grant programs is accomplished routinely, with each program covering some portion of the service to an individual.

WAGNER-PEYSER ACT

Wagner-Peyser funds, all of which are federal, come to Arkansas from the U.S. Department of Labor (USDOL) under a statutory formula. Ninety percent (90 percent) of these funds are used directly to operate the state employment service, and 10 percent may be used for one of three purposes: to reward exemplary performance by a local office, to provide services for groups with

special needs, or to fund exemplary models for delivering labor exchange services. Arkansas uses these funds (which amount to about \$60,000) to provide additional staff in offices that have demonstrated exemplary performance in job placement results. The leveraging power of the funds is to act in partnership with other programs so that, for example, Arkansas Employment Security Department (AESD) can maintain all the job bank information and other programs' funds can be used for other purposes.

VOCATIONAL REHABILITATION PROGRAM

- **ARKANSAS REHABILITATION SERVICES**

Arkansas Rehabilitation Services (ARS) is funded through the Rehabilitation Act, which is Title IV of the Workforce Investment Act of 1998. The state/federal partnership of public vocational rehabilitation programs for 80 years has addressed the rehabilitation and employment needs of persons with disabilities (Civilian Rehabilitation Act of 1920). ARS is funded through the U.S. Dept. of Education, the Office of Special Education and Rehabilitation Services (OSERS), and the Rehabilitation Services Administration (RSA). Title I Vocational Rehabilitation funding in Arkansas is approximately 79% federal to 21% state funds, based on state vs. national per capita income. The criteria used to allocate funds to the ARS program are established through the Rehabilitation Act and address employment outcomes of people with disabilities. Extensive data collection is required to track employment outcomes, expenditures and customer services. Funds are allocated on a formula grant basis, dependent on appropriate performance under the Plan and regulations.

ARS' federal funding agency, RSA, provides additional funding through competitive grants on an ongoing basis. ARS has a history of acquiring grants to provide additional funding for vocational rehabilitation activities. Also, the Rehabilitation Act requires ARS to use funds for Innovation and Expansion activities to increase activities that provide needed services particularly to individuals with the most significant disabilities. ARS has contracts with twenty-seven Community Rehabilitation Programs that provide vocational evaluation, training, sheltered employment and extended services which produce additional resources and benefits for the state.

- **DIVISION OF SERVICES FOR THE BLIND**

The Division of Services for the Blind (DSB), being a rehabilitation agency serving the blind and visually impaired of the State of Arkansas, receives its primary funding through the Rehabilitation Act of 1973 as amended in 1998. The Rehabilitation Act governs how these funds will be spent, while allowing the states some flexibility and discretion in the development of new and innovative programs. The DSB is committed to using all comparable services and benefits, as dictated by the Rehabilitation Act, if they are available in a timely manner.

It is now, as it has always been, the Division's policy to develop new and innovative ways to employ blind and visually impaired individuals. The Division will continue to work closely with public and private agencies as well as employers in the community to develop new programs to employ the blind and visually impaired, and expend agency funds, as needed, to accomplish these goals.

The Division has ongoing programs with private entities in which agency funds are being utilized to enhance the employment of our consumers and new programs of similar nature are in the development stage. The DSB intends to work closely with the employers in the community to develop these programs.

The Division plans to work closely with the local area One-Stops in provision of quality services to our consumers. The DSB plans to share some of the operating cost of the One-Stops through cost allocation and on a fee for service basis in other areas.

VETERANS PROGRAMS

All Local Veterans Employment Representatives (LVER) and Disabled Veterans Outreach Program (DVOP) funding is provided through the U.S. Department of Labor, Veterans Employment and Training Service. Funds are allocated to local offices, in the form of positions, through a formula based on veteran population. The programs' resources will be taken into consideration as the local MOUs are written.

UNEMPLOYMENT INSURANCE

The U.S. Department of Labor allocates administrative funding for the Unemployment Insurance (UI) system. Benefits are paid from a trust fund collected from employers in an amount based on their employment layoff history and growth or change in payroll. The administrative funds received from the U.S. Department of Labor may be spent only to administer the UI program.

TANF

The TEA program is funded by the TANF block grant from the federal government as authorized by Title IV-A of the Social Security Act and by state general revenues.

WELFARE-TO-WORK

Federal funds through the U.S. Department of Labor are provided as a two-for-one match for state funds that are devoted to the Welfare-to-Work (WtW) program. Distribution to the local

areas is based on a federal funding formula, and the state has chosen to distribute the money (85 percent of the total federal funds) using as equal factors the relative number of people living in poverty in areas where more than 7.5 percent of the population is in poverty and the relative number of adults who have been receiving cash benefits more than 30 months.

The remaining 15 percent will be used by the Governor for projects that will help long-term welfare recipients become and remain employed. The state matching funds also will be used for this purpose. The Arkansas Transitional Employment Board, which has jurisdiction over TANF funds in the state, will decide how the state matching funds will be used.

No new federal WtW funds are anticipated for the program year beginning July 1, 2000, so only carryover funds and remaining state matching funds will be available for services during the period covered by this plan.

SCSEP

The division of Aging allocates title V funds based on a funding formula used for other Older American Act funds taking into account numbers of older persons, numbers of low-income older persons, and the numbers of low-income minority older persons in each Area Agency region. Title V funds are distributed according to this formula with adjustments to make certain funds for “whole” slots are provided. Work with businesses is minimal because host agencies cannot be private businesses. However, places for unsubsidized positions are sought in the communities.

COMMUNITY SERVICES BLOCK GRANT

Eligible entities receive funding based on the poverty population of the area served and previous year’s funding. As part of the state plan, the Governor made assurance that the state and eligible entities coordinate with, and establish linkages between, other programs in the State and in communities with entities providing activities through statewide and local workforce investment systems under the Workforce Investment Act of 1998.

(a) Perkins III

(i) Approving Applications by Eligible Recipients

[Federal Planning Guidance: Describe the criteria that you will use in approving applications by eligible recipients for funds under Perkins III. (Sec. 122(c)(1)(B))]

The Arkansas Department of Workforce Education (ADWE) staff and Department of Higher Education staff will review each local application as appropriate. Each of the descriptions required by Section 134(b) of the Perkins Act shall be required of the recipients. In addition, each secondary recipient must address the issue of program improvement at the secondary area vocational center if students from their district attend the center.

The criteria for approval of a local plan shall be (1) the review of the financial information and forms for accuracy and completeness; (2) the review of the assurances and certifications for proper submission; (3) the review of the descriptions of the programs to be carried out; and (4) the review of the narrative supporting the budget to determine that the expenditures are in keeping with the overall purpose of the Act which is to improve vocational and technical education programs. While each of the descriptions contained in Section 134 of the Perkins Act must be addressed in the local application, staff will give weight to the descriptions regarding (a) the strengthening of academic and vocational technical skills of all students enrolled in vocational education through integration; (b) how the LEA will develop, improve, modernize or expand the use of technology in vocational and technical education programs; and (c) how professional development and inservice training will be provided for teachers, counselors, and administrators.

ADWE staff with expertise in secondary instructional programs, equity and non-traditional training, tech prep, special populations, and finance will review and approve each secondary local application. ADWE staff with expertise in postsecondary programs, tech prep, special populations, and finance will review and approve each postsecondary local application for those postsecondary institutions that are under the auspices of the State Board of Workforce Education and Career Opportunities. For higher education institutions, Department of Higher Education staff will review and approve the local applications in a similar manner for the higher education institutions.

(ii) Funds Received Through the Allotment Made Under Section 111

[Federal Planning Guidance: Describe how funds received through the allotment made under section 111 will be allocated among secondary school vocational and technical education, or postsecondary and adult vocational and technical education, or both, including the rationale for such allocation. (Sec. 122(c)(4)(A))]

The ADWE will distribute 85% of Title I Perkins funds to local eligible recipients using no reserve as allowed under Section 112(c) of the Perkins Act. These eligible recipients consist of 310 local education agencies (school districts), 9 postsecondary technical institutes or vo-tech schools, and 21 two-year higher education institutions. The funds will be split 75% for secondary and 25% for postsecondary. Historical enrollment data in vocational and technical

education programs was the rationale used to determine the split of the funds between secondary and postsecondary.

SECONDARY

The distribution formula will be based on two factors: 70% of the funds will be based on number of children in poverty ages 5-17 who reside in each school district and 30% of the funds will be based on the number of children who are enrolled in grades K-12 in each school district. This substitution of “ages 5-17” is necessary because the data is not available for “ages 15-19” as required in the Act. The number of children in poverty ages 5-17 is derived from the U.S. census data and is approved in Program Memorandum FY 99-8 from the Office of Vocational and Adult Education of the U.S. Department of Education. The number of children who are enrolled in grades K-12 in each school district is derived from the state’s submission of Common Core Data to the National Center of Educational Statistics. The most recent submission available will be used in the distribution each year. Use of this data is approved in Program Memorandum FY 2000-02 from the Office of Vocational and Adult Education of the U.S. Department of Education. As directed in Program Memorandum FY 2000-02 and in the Perkins Act, census data for individuals ages 15-19 will be used for the distribution of secondary funds as soon as it becomes available.

POSTSECONDARY

Funds are distributed for technical institutions, technical colleges, and community colleges through the formula contained in Section 132(a)(2). Two factors are used in the formula to calculate the distribution of funds:

- The ratio of recipients of Pell Grants enrolled in vocational and technical education programs; and
- The ratio of recipients of Bureau of Indian Affairs (BIA) Grants enrolled in vocational and technical education programs.

Pell Grant information for postsecondary students enrolled in vocational institutes is secured from the U.S. Department of Education, Grant Systems Division. Information on the number of BIA Grant recipients is obtained from individual institutions.

Pell and BIA Grant information for postsecondary students enrolled in technical and community colleges is secured from the Department of Higher Education.

All information is for the year preceding the year in which the calculation is made.

(iii) Under Section 111 Among Consortia

[Federal Planning Guidance: Describe how funds received through the allotment made under section 111 will be allocated among consortia which will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. (Sec. 122(c)(4)(B))]

No secondary LEA will receive an entitlement that is less than \$15,000 unless the LEA enters into a consortium with at least one or more LEAs, and education service cooperative, or a secondary area vocational center to meet the minimum grant requirement of \$15,000. No postsecondary institutions will receive an entitlement that is less than \$50,000 unless the institution enters into a consortium with at least one or more postsecondary institution to meet the minimum grant requirement of \$50,000.

Each local application for a consortium will contain documentation of membership and assignment of entitlements to the consortium fiscal agent. Upon approval of the consortium application, the ADWE may begin sending funds to the consortium fiscal agent to implement the activities described in the application.

The consortium will determine the priority for spending of the funds based upon the needs of each member of the consortium and will include such detail in the local application for funds. Funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

(iv) Alternative Allocation Formula

[Federal Planning Guidance: If you decide to develop an alternative allocation formula under the authority of sections 131(c) and/or 132(b), submit the proposed formula and supporting documentation to the Secretary of Education for approval prior to the submission of your State plan or as a part of the State unified plan. (Sec. 131(c) and Sec. 132(b))]

There will be no alternative allocation formula. The standard formula will be used, with data approved by OVAE/USDOE.

(b) Tech-Prep

[Federal Planning Guidance: Describe how you will award tech-prep funds in accordance with the requirements of Sec. 204(a) and Sec. 205 of Perkins III, including whether grants will be awarded on a competitive basis or on the basis of a formula determined by the State.]

The Arkansas Department of Workforce Education (ADWE) will continue the current 13 tech prep (TPAD) consortia based upon their performance. The primary performance indicator will be the completers at the grades 13 and 14 level as well as the number of students having a signed six-year plan. Other funding considerations include size, scope, and development activities associated with each consortium. TPAD consortia are just now beginning to show productivity regarding grades 13-14 because of the state's emphasis on the students' having a six-year plan. The first years of tech prep were devoted to design and development of the state's structure. Perkins III will give consortia an opportunity to show results of this development.

Special consideration in the funding process will be given to consortia with a strong plan and model that may be replicated that addresses at least one of the items in Section 205(d)(1-5):

- Effective employment placement activities or linkage to baccalaureate degree programs
- Address effectively issues of school dropout prevention and re-entry and the needs of special populations
- Development in consultation with business, industry, higher education, and labor
- Provision of education and training in skills and areas with significant workforce shortages, including the information technology industry
- Demonstrate how tech prep programs will help students meet high academic and employment competencies.

Through a Request for Proposal (RFP) that will be developed and released, an additional two to three consortia will be funded in the coming year in areas of the state currently not being adequately served.

(c) WIA Title I, Wagner-Peyser Act, and Veterans Programs

(i) Distributing Funds to Local Areas

[Federal Planning Guidance: Describe the methods and factors the State will use in distributing funds to local areas for youth activities and adult employment and training activities under sections 128(b)(3)(B) and 133(b)(3)(B) including a description of how the individuals and entities represented on the State board were involved in determining such methods and factors of distribution and how the State consulted with chief elected officials in local areas throughout the State in determining such distributions. (Sec. 112(b)(12)(A))]

Wagner-Peyser and Veteran Program Funding

The Arkansas Employment Security Department (AESD), the administrator of Wagner-Peyser and Veteran Program services, estimates that 91.84 positions may be funded from the program year (PY) 2000 Wagner-Peyser grant, based on the preliminary figures provided to them by the Department of Labor. In the previous program year, 96.92 positions were funded. Since this

was a reduction, the 91.84 was divided by 96.92 to obtain a factor for reducing last year's positions proportionately. When this factor was applied to last year's staffing, the following results were obtained.

	PY 2000	PY 1999
Director	1.81	1.91
E&T Service.	0 .98	1.03
Field Operations	89.05	93.98

Of the 89.05 positions for Field Operations, five are required for the administrator, his assistants, the area operations chiefs, and the Employment Service Technical Unit. The remaining 84.05 positions will be allocated as follows: A minimum staff of 1.25 positions will be established for each local AESD office. This will require a slight increase in four offices. The other 27 offices will start with 80 percent of PY 99 allocation. The total staff obtained by this formula will be subtracted from 84.05. Half the remainder will be allocated to the 27 offices in proportion to each office's share of the new and renewed applications taken in PY 99. The other half of the remainder will be allocated to those same offices in proportion to each office's share of the job openings filled.

All services provided to customers under the Wagner-Peyser Act are made available to people with disabilities. Each full service location has one staff person designated to take the lead in providing those services. That staff person is expected to develop a well-rounded knowledge of the services available in the local community and to be able to provide direct assistance to customers. This staff person also offers assistance to other staff and partner organizations in assuring that a full range of services are provided. When necessary, licensed interpreters or assistive devices may be provided. All service locations are accessible to persons with disabilities.

WIA Title I Funding for Youth, Adult, and Dislocated Worker Activities

The in-state allotment of funds to local workforce investment areas for Title I youth activities under the Workforce Investment Act will be made using the formula described at Section 128(b)(2)(A), as follows:

- 33 1/3 percent of the funds to the local workforce investment areas will be based on the relative number of unemployed individuals, age 14-21, in areas of substantial unemployment in each workforce investment area compared to the total number of unemployed individuals in all areas of substantial unemployment in the state

- 33 1/3 percent of the funds based on the relative excess number of unemployed individuals, age 14-21, in each workforce investment area compared with the total excess number of unemployed individuals in the state
- 33 1/3 percent of the funds based on the relative number of disadvantaged youth, age 14-21, in each workforce investment area compared to the number of disadvantaged youth in the state

To ensure that youth funds are distributed equitably and to avoid significant shifts in funding levels to local areas, a hold-harmless provision will be applied during the first year of funding. Under this provision, consistent with WIA Section 133(b)(2)(A)(ii), each local area will receive no less than 90 percent and no more than 130 percent of the average funding percentage for the two preceding program years. This hold-harmless provision was approved by the state board on November 9, 1999, and will apply to the first year only (July 1, 2000-June 30, 2001). A decision about applying the hold-harmless provision for the second year of funding will be made before the beginning of the next program year with input from local boards and local elected officials. The allocations for Title I youth activities for PY 2000 are represented in Attachment F-1.

Attachment F-1, pages F-1-1 through F-1-4 represent the steps involved in calculating the youth activity allocations according to the formula referenced above. Pages F-1-5 through F-1-7 represent the application of the hold-harmless provision adopted by the board to ensure that, consistent with WIA Section 133(b)(2)(A)(ii), each local area will receive no less than 90 percent and no more than 130 percent of the average funding percentage for the two preceding program years. Page F-1-8 represents the new calculation of allocations considering the hold-harmless provision. Page F-1-9 provides a comparison of funds received by each area in PY 1999 and PY 2000 reporting a dollar and percent difference between years.

The in-state allotment of funds to local workforce investment areas for Title I adult activities under the Workforce Investment Act will be made using the formula described at Section 133(b)(2)(A), as follows:

- 33 1/3 percent of the funds to the local workforce investment areas will be based on the relative number of unemployed individuals in areas of substantial unemployment in each workforce investment area compared to the total number of unemployed individuals in all areas of substantial unemployment in the state
- 33 1/3 percent of the funds based on the relative excess number of unemployed individuals in each workforce investment area compared with the total excess number of unemployed individuals in the state
- 33 1/3 percent of the funds based on the relative number of disadvantaged adults in each workforce investment area compared to the number of disadvantaged adults in the state

To ensure that adult funds are distributed equitably and to avoid significant shifts in funding levels to local areas, a hold-harmless provision also will be applied during the first year of funding. Under this provision, consistent with WIA Section 133(b)(2)(A)(ii), each local area will receive no less than 90 percent and no more than 130 percent of the average funding percentage for the two preceding program years. This hold-harmless provision was approved by the state board on December 15, 1999, and will apply to the first year only (July 1, 2000-June 30, 2001). A decision about applying the hold-harmless provision for the second year of funding will be made before the beginning of the next program year with input from local boards and local elected officials. The allocations for Title I adult activities for PY 2000 are represented in Attachment F-2.

Attachment F-1, pages F-1-1 through F-1-4 represent the steps involved in calculating the adult activity allocations according to the formula referenced above. Pages F-1-5 through F-1-7 represent the application of the hold-harmless provision adopted by the board to ensure that, consistent with WIA Section 133(b)(2)(A)(ii), each local area will receive no less than 90 percent and no more than 130 percent of the average funding percentage for the two preceding program years. Page F-1-8 represents the new calculation of allocations considering the hold-harmless provision. Page F-1-9 provides a comparison of funds received by each area in PY 1999 and PY 2000 reporting a dollar and percent difference between years.

(ii) Formula for Allocation of funds to local areas for dislocated workers

[Federal Planning Guidance: Describe the formula prescribed by the Governor for the allocation of funds to local areas for dislocated workers in Employment and Training activities. (Sec. 112(b)(12)(C))]

Funds for dislocated workers will be allocated based on an allocation formula prescribed by the Governor of Arkansas. This formula may be amended by the Governor not more than once for each program year. The formula will use the most appropriate information available to the Governor to distribute amounts to address Arkansas' worker readjustment assistance needs.

Dislocated worker funds will be distributed by placing the following weights on the six factors: 5 percent insured unemployment, 15 percent unemployment concentrations, 30 percent plant closings and mass layoffs, 15 percent declining industries, 5 percent farmer-rancher economic hardship, and 30 percent long-term unemployment. The allocations for dislocated workers for PY 2000 are represented in Attachment F-3. The worksheets in Attachment F-3 use the formula referenced above to calculate the dislocated worker activity allocations for each local area. Page F-3-9 provides a summary of the final calculation of each worksheet in the attachment. The total funding allocation reported on this page is exclusive of the 25 percent held out of the total state allocation for the Governor's Dislocated Worker Task Force.

(iii) Plans Required Under Section 8 of the Wagner-Peyser Act

[Federal Planning Guidance: Describe, in detail, the plans required under Section 8 of the Wagner-Peyser Act which will be carried out by the State. (Sec. 112(7))]

The Arkansas Career Development Network has been the system being developed and coordinated by the Arkansas Career System Partnership to provide a seamless system of employment and training services in a one-stop environment. The service centers that comprise the one-stop system in Arkansas' 10 geographical areas are in various stages of development. All 10 Arkansas geographical areas will have at least one full service one-stop center that offers all services required by the Workforce Investment Act of 1998. Some sites are co-located with partner agencies, and some are connected electronically. The Career Development Network centers offer clients the following core services:

- Assessment Interview (intake)
- Job order listings
- Referral to employers of qualified job applicants
- Unemployment claimant work test
- Training services and information
- Department of Human Services program information and application
- Department of Health and Human Services program information and application
- Work Opportunity Tax Credit information
- Labor market information
- TAA/TRA application and information
- Job career information
- Resume preparation
- Job interview skills and techniques (job search workshops)
- Service to veterans
- Services to Migrant and Seasonal Farm Workers
- Services to individuals with disabilities

Wagner-Peyser Act labor exchange programs and services will have a central role in each career development center. Labor exchange services, particularly services beyond work registration, will be emphasized, and there will be a strong focus on customer service.

Customer satisfaction will be monitored through surveys from both job seekers and employers. Information gathered will be used to improve areas of weakness, build on areas of strength, and to provide additional services that employers indicate they need.

Services provided by each of the required and optional one-stop partners will be coordinated and made available through memorandums of understanding between partners. This will ensure that

each partner is aware of the responsibilities of other programs and the scope of services and activities available in the center. The memorandum of understanding will set program responsibilities and help create a system to avoid unnecessary duplication of labor exchange services while providing assistance to all customers.

The Arkansas Employment Security Department is especially interested in the level of service provided to veterans, unemployment insurance claimants, people with disabilities, migrant and seasonal farm workers, recipients of public assistance, and other groups with special needs. AESD will track services to these individual groups to ensure that the needs of these special population groups are being addressed and met.

Monitoring of services to veterans is done quarterly by the Local Veterans Employment Representative (LVER). State staff and the State Director of Veterans Employment and Training Service conduct annual local office reviews.

Unemployment insurance claimants are expected to be placed in jobs in at least the same percentage as non-claimants.

AESD's primary goal will be to maintain quality services to employers in order to provide necessary assistance to job seekers. Each local office will maintain regular contact with community leaders, employers, labor unions, training program operators, and other employment-related organizations through an employer relations program that is operated in conjunction with the veterans program. The employer relations program will promote and maintain relationships with employers and encourage expanded use of employment service programs, thereby increasing the number of job listings and placements. To accomplish this, AESD will contact employers through telephone contacts and personal visits to solicit information about specific employer needs. Local offices will also maintain close contact with Local Workforce Investment Boards and work with employers to refine operations ensuring the greatest benefit to the private sector.

(iv) Priority When Adult Funds Have Been Determined to be Limited

[Federal Planning Guidance: Describe the guidelines, if any, the State has established for Local Boards regarding priority when adult funds have been determined to be limited. (Sec. 112(b)(17(A)(iv) and 134(d)(4)(E))]

Section 134(d)(4)(E) of the Workforce Investment Act of 1998 states that when adult funds for intensive and training services are limited, priority shall be given to recipients of public assistance and other low-income individuals. The Arkansas Workforce Investment Board has issued guidelines for local boards to follow when setting priorities for services consistent with

the Act. (See Attachment F-4) These guidelines will assist local boards in directing the one-stop operators in the local area with regard to making determinations related to such priority.

(v) Ten-Percent Wagner-Peyser Act Funds Under Section 7(b)

[Federal Planning Guidance: Specify how the State will use the 10 percent Wagner-Peyser Act funds allotted to it under section 7(b) in accordance with the three provisions of allowable activities: performance incentives; services for groups with special needs; and extra costs of exemplary service delivery models. (Sec. 112(b)(7) and 20 CFR 652.204)]

The limited resources available under Section 7(b) of the Wagner-Peyser Act are used and will continue to be used for additional staff, awarded to offices on the basis of performance in the previous program year, with the main performance indicator being individuals placed in employment.

(d) Adult Education and Family Literacy

(i) Funding Local Activities

[Federal Planning Guidance: Describe how the eligible agency will fund local activities in accordance with the considerations described in Sec. 231(e) and the other requirements of Title II of WIA. (Sec. 224(b))]

Each eligible provider submitting a completed Arkansas Adult Education Funding Application by the due date specified by ADWE will meet with the funding committee. The funding committee will consist of the Adult Education program managers; a representative of the Arkansas Literacy Councils, Inc.(ALC); and the (ALC) Board of Directors or the ALC executive director. The purpose of the meeting will be to discuss the eligible provider's proposal and past performance, to negotiate goals, and establish educational benchmarks for the provider's program before any funding is awarded.

The Arkansas Adult Education Funding Application that will accompany this State Plan will address the rules and/or policies that are state-imposed. See Attachment F-5.

In awarding grants or contracts under this section, ADWE shall consider:

- The degree to which the eligible provider will establish measurable goals for participant outcomes
- The past effectiveness of the eligible provider in improving the literacy skills of adults and families and, after the one-year period beginning with the adoption of the eligible agency's performance measures under WIA Section 212, the success of the eligible provider receiving

funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy

- The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income and/or have minimal literacy skills
- Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read
- Whether the activities are built on a strong foundation of research and effective educational practice
- Whether the activities effectively employ advances in technology, as appropriate, including the use of computers
- Whether the activities provide learning in real-life contexts to ensure an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship
- Whether the activities are staffed by well-trained instructors, counselors, and administrators
- Whether the activities coordinate with other available resources in the community, for example, by establishing strong links with elementary schools, secondary schools, post-secondary educational institutions, one-stop centers, job training programs, and social service agencies
- Whether the activities offer flexible schedules and support services (such as child care and transportation) necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs
- Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures
- Whether the local communities have demonstrated the need for additional English literacy programs

The funding committee will consist of the Adult Education Section program managers, the executive director of the Arkansas Literacy Councils, Inc. (ALC) or a representative of the ALC.

Special Rule—Section 223 (c)

Whenever ADWE-AS implements any rule or policy relating to the administration of, or operation of, a program that imposes a requirement that is not imposed by federal law, ADWE shall identify, to the eligible providers, the rule or policy as being state-imposed. If ADWE creates any rule that impacts the activities, that aspect should be provided.

Part of the local adult education programs' annual evaluation is to ensure that all programs meet ADA requirements. All programs offer flexible scheduling to serve students when it's most convenient for them to attend.

We have done extensive training with our teachers and administrators in the area of learning disabilities to ensure that appropriate accommodations are made to meet the needs of the students with learning disabilities. One of the state core indicators of performance requires each program receiving adult education funding to report the number of students screened for learning disabilities. The core indicators of performance are used as criteria for local program funding.

(ii) Public Notice of Availability of Federal Funds

[Federal Planning Guidance: Describe the process to show that public notice was given of the availability of Federal funds to eligible recipients and the procedures for submitting applications to the State, including approximate time frames for the notice and receipt of applications. (Sec. 231(c))]

In order to provide direct and equitable access to federal funds as required in section 231 (c) and Section 224 (b) (12) of the WIA, ADWE shall award funds on the basis of competitive applications submitted by eligible recipients. Direct and equitable access includes:

- the right to submit applications directly to ADWE for funds
- a process for selecting recipients of funds that gives each agency, institution, and organization an equal chance to receive an award

Eligible providers will be required to submit a proposal to ADWE describing their current and proposed programs – activities, progress toward benchmarks, program expansion, etc. Local grant recipients will be required to maintain documentation to validate this information. ADWE will review applications, make final funding decisions, and award multi-year grants.

ADWE will ensure that each eligible provider currently receiving funds will be notified of the availability of federal funds and procedures for applying for funds. ADWE will also send an Arkansas Adult Education Funding Application upon request.

ADWE will run a classified advertisement in a statewide newspaper of record for three consecutive days, in January of 2001 and 2003, including the weekend, notifying the public of the availability of federal funds and providing information on how to apply. This information, and the Arkansas Adult Education Funding Application, will also be posted on the Arkansas Adult Learning Research Center (AALRC) web site www.aalrc.org.

- Each eligible provider not currently receiving federal funds can contact the ADWE to obtain an application packet.

- Any eligible provider submitting a completed Arkansas Adult Education Funding Application for any ADWE funding by the due date will be considered for funding.
- Applications will be due in the State office on a predetermined date every other year for each 2-year period of the application.

(iii) Funds Under Section 222(a)(2) for State Leadership Activities

[Federal Planning Guidance: Describe how the eligible agency will use funds made available under Section 222(a)(2) for State leadership activities. (Sec. 223(a))]

State Leadership Activities—Section 223

State Leadership Activity	ADWE	AALRC
1. Professional development for instruction	Oversight/authority	Responsibility: Refine and implement the AALRC Professional Development Plan
2. Technical assistance	Responsibility: Adult Education program managers	Provide information and assistance as requested
3. Technology assistance, including staff training	Oversight/authority	Responsibility: Provide training and technical assistance
4. Support state or regional literacy resource center	Oversight/authority	Responsibility: Operate Arkansas Adult Learning Resource Center employing continuous improvement practices
5. Monitoring and evaluation	Responsibility: state director, Adult Education program managers	Provide information and assistance as requested
6. Incentives and awards for program coordination and integration	Responsibility: state director, Adult Education program managers, State Adult Education Advisory Council	Provide information and assistance as requested
7. Developing and disseminating curricula	Oversight/authority	Responsibility: Coordinate with state universities, local practitioners; develop a dissemination network
8. Other activities of statewide significance	Oversight/authority	Responsibility: Coordinate/conduct as requested

9. Coordination with support services	Responsibility: state director, Adult Education program managers	Provide research information, dissemination, and other coordinating efforts as needed
10. Linkages with employers and skills training	Responsibility: state director, Adult Education program managers	Provide coordination for professional development
11. Linkages with post-secondary institutions	Responsibility: state director	Provide assistance as requested

The following section will describe specific efforts the ADWE will support in order to facilitate each of the above listed activities. Each item specified is important and will be given consideration and resources; however, professional development for instruction (item #1) and support of the state literacy resource center (item #4) will require the majority of resources for state leadership activities.

Description of Activities:

The establishment or operation of professional development programs to improve the quality of instruction pursuant to local activities required under Section 231 (b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a state or outlying area.

- Coordinate with Arkansas Adult Education Advisory Council to complete recommendations to ADWE in regard to initial hire, professional development, and adult education certification requirements
- Work with Arkansas Department of Education Professional Licensure Section to bring adult education certification initiatives into compliance with new licensure regulations
- Update and expand the Arkansas Adult Learning Professional Development Program
- Continue to build cadre of facilitators at local and regional level to support professional development activities

Since 1995, the ADWE has delegated responsibility and funding for all teacher training and professional development to the Arkansas Adult Learning Resource Center (AALRC). The ADWE is committed to continuing a wide spectrum of training activities for all state and local staff of adult education and literacy councils, as outlined in the AALRC Professional Development Plan. The AALRC Professional Development Plan was developed through the efforts of a committee comprised of the following individuals: ADWE State Director, two Adult Education program managers, the Chair of the State Adult Education Advisory Council, the ALC Executive Director, the AALRC Director, AALRC Advisory Committee representatives, and the AALRC professional development specialist. The committee's work included input from

practitioners and administrators, as well as knowledge gained from national leaders in the field of adult education professional development.

Beginning with the first study in 1995, a comprehensive update will be conducted every three years to develop a long-range professional development plan for Arkansas adult education/literacy providers. Various methods of data collection will be used, including written surveys and questionnaires, as well as regional meetings for discussion and brainstorming. In addition, individual and program requests for specific training will continue to be funded on an as-needed, as-requested basis.

Based on research, the most effective professional development activities are workshop series that provide opportunities for realistic applications between sessions. Follow-up monitoring and technical assistance are also important to ensure success in training activities. Arkansas has employed the workshop series method of professional development in three major areas of training: workplace education, English as a Second Language (ESL), and adults with learning disabilities. Future efforts in the area of professional development are targeted for intensive follow-up.

Because research has indicated as many as eighty percent of the adult basic education students may have learning disabilities, a substantial proportion of professional development funds over the past five years has been targeted to educate providers in serving adults with these disabilities. Arkansas is considered a national leader in the area of adults with learning disabilities and has been awarded a three-year National Institute for Literacy (NIFL) grant. The purpose of the NIFL grant is to train and disseminate information regarding adults with learning disabilities to adult education/literacy providers and to initiate systemic change both in the adult education/literacy field and with interagency partners working with mutual clients. Over the next few years, the goal of the ADWE will be to broaden the base of awareness beyond specific learning disabilities, increase the range of service to all adults with disabilities, and increase the number and quality of services to adults in ADWE-funded programs.

Two other areas of emphasis over the past several years have been Workforce Alliance for Growth in the Economy (WAGE) and ESL. The WAGE program, developed in Arkansas, incorporates functional context in pre-employment and workplace education. WAGE and ESL training will be continued under this unified plan.

As delineated in the Workforce Investment Act of 1998, there is a great need for professional development in the area of reading instruction. Based on current research in teaching reading to adults, Arkansas will incorporate current, available research to establish a statewide scope and sequence of professional development for literacy and adult basic education teachers who teach reading. The AALRC will coordinate with cooperating state universities in researching current

curricula to determine best practices for instruction that incorporate the components specified in the Workforce Investment Act of 1998.

Provision of technical assistance to eligible providers of adult education and literacy activities:

- Maintain current level of involvement and interaction between state office and local programs
- Increase regional workshops for technical assistance

Since the inception of the Arkansas Adult Education Section in 1964, regional program managers (under various position titles and descriptions) have ensured access to technical assistance to local adult education/literacy programs. The same supervision and access to guidance, dissemination of general and policy information and marketing and public information resources, will continue, along with monitoring and evaluation.

Guidance and technical assistance in completing local program plans and in applying for both state and federal funds will be provided through workshops, state and regional meetings, telecommunications, and individual assistance from Adult Education Program Managers.

The ADWE has proactively worked with a private vendor to develop a comprehensive electronic management information system over the past several years. Local adult education program administrators transmit information on student pretest and post-test scores, achievements, and other demographic information on data disks to the ADWE on a monthly basis. The Management Information System (MIS) software is being updated. State and local staff are meeting with the Arkansas Department of Information Services to develop and write a web-based MIS. ADWE will assist local programs to bring their technological capabilities in line by electronic transmittal of data. ADWE will allow private, non-profit, community-based literacy programs receiving federal funds to transmit similar program information electronically to the ADWE where feasible.

Provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities:

- Continue revision of state's MIS to accurately reflect accountability criteria
- Increase the number of workshops for administrators, teachers, and tutors in order to better utilize technology for student instruction
- Increase information on web sites, chat rooms, etc., on subjects pertinent to adult education and literacy programs.

- Continue to explore the possibilities of expanding and integrating MIS into an interagency data collection system
- Support integration of technology for local adult education/literacy providers in both instruction and program management
- Utilize talents and experience of the AALRC Advisory Committee in the area of expanding and redefining technology for on-site instruction, distance learning, and administration

Local providers will be assisted in the further integration of technology in collecting and disseminating student and program information. Continued staff development will be conducted as needed.

Workshops will be developed for administrators in developing local technology plans, utilizing software and hardware for presentations in program marketing, and in developing collaborative partnerships to more effectively and efficiently utilize technology.

Since July 1995 the AALRC has operated a full-time technology effort, which provides communication linkages, information, professional development, and technical assistance to adult education/literacy providers. In 1996, Arkansas was included with Mississippi and Texas in a Department of Commerce grant entitled Learning Experiences for Adults to Develop Employment Related Skills (LEADERS). Through the LEADERS grant and a supplementary grant from the Arkansas Governor's Telecommunications Advisory Board, five local programs were equipped with teleconferencing hardware and software. A compressed video unit was purchased that is now available for incorporation into a statewide distance learning system. Funds will be utilized to expand this distance learning opportunity to include teacher training, student work-group interaction, and administrative meetings.

Support of state or regional literacy resource centers:

- Consolidate and relocate the AALRC to the Little Rock area
- Continue interagency partnership efforts under the National Institute for Literacy learning disabilities grant
- Update and refine AALRC Professional Development Plan
- Expand technology efforts
- Expand previous efforts focused primarily on learning disabilities to include all five areas of disabilities
- Continue to build and strengthen interagency alliances.

The AALRC was established in 1990 with federal funds as a clearinghouse of information, materials and as a lending library.

- In 1994 the AALRC was expanded and given the responsibility of providing statewide professional development activities.
- The AALRC further expanded the professional development unit by adding a full-time professional development specialist in 1995. In a team effort with state leaders and practitioners, the professional development specialist developed and implemented a long-range professional development for Arkansas' adult education/literacy providers.
- Also in 1995, technology efforts previously funded through Arkansas Educational Television Network (AETN) were transferred to the AALRC. In addition to providing direct instruction via telephone and mail support of multiple Kentucky Educational Television (KET) instructional video series, the technology office offers professional development, information, and technology support to local providers and to the Adult Education Section.
- Training and technical assistance in the area of adults with learning disabilities previously funded through the University of Arkansas at Little Rock was transferred to the AALRC in 1995. That effort was initially designed and managed by Dale Jordan, Ph.D., nationally recognized as an authority in the field of adults with learning disabilities.
- In 1998 a statewide study indicated that the AALRC would best serve Arkansas' adult education/literacy providers by consolidating logistically and administratively in the Little Rock area.
- In 1999 the AALRC relocated to its present site in Little Rock, Arkansas. It is located at 3905 W. 81st St., Suite D.

At its inception, only federal funds were utilized to support the AALRC. However, since 1994 both federal and state funds have been utilized for the operation of the AALRC. Because the Resource Center is considered to be an integral component of Arkansas' successful delivery of adult education and literacy services, the recession of Federal State Literacy Resource Center funds in 1995 neither compromised nor threatened the existence of the AALRC.

Monitoring and evaluation of the quality of, and improvement in, adult education and literacy activities:

- Further refine and make necessary revisions to existing process for program monitoring and evaluation
- Evaluate current processes (Arkansas Indicators of Program Quality and the Arkansas Effective and Efficient Criteria) with input from the Arkansas Adult Education Advisory Council and practitioners
- Implement newly defined process for program monitoring and evaluation to comply with Title II of WIA
- Employ continuous improvement steps to upgrade and solidify process
- Integrate interagency representatives in partnerships for performing evaluations where applicable; *e.g.*, in the area of disabilities and Americans with Disabilities Act (ADA) compliance

Program monitoring and evaluation will be conducted by ADWE. State leadership representatives, local administrators, practitioners, and adult learners will develop the process, including methods and frequency of monitoring and evaluation, with input.

Data collection will be coordinated at the state level and data will be used for local and statewide evaluation and improvement. The state director, Adult Education program managers, and other state leaders will work with local program administrators to utilize annual program information and do comparative studies with state and national needs and trends to develop improvement plans.

Incentives for program coordination and integration and performance awards:

- Research other state models for awarding incentives
- Seek input for recommendations from the Arkansas

Adult Education Advisory Council in regards to incentive awards:

A local program performance award system has been in place based on legislation first passed in 1992. This award increases state funding for local programs through a formula that rewards program growth, program effectiveness, and program efficiency. The current system will be evaluated and compared to systems of reward utilized by other states.

- Developing and disseminating curricula, including curricula incorporating phonemic awareness, system phonics, fluency, and reading comprehension.
- Encourage local practitioners to develop and share curriculum
- Plan for professional development specifically in teaching reading to adults
- Expand technological capabilities for disseminating curricula both at the local and state levels.

The AALRC will continue to attain, catalog, and distribute adult learning materials and curricula. Consideration will be given to adoption of Public Broadcasting System (PBS) *Literacy Links* services and *Crossroads Café* video series.

Emphasis will be given during the period July 2000-June 2004 to build a broad base of instructional materials and training in the area of teaching reading to adults. These materials and training will incorporate the research-based components of phonemic awareness, system phonics, fluency, and reading comprehension.

Training will continue for local adult education/literacy providers on the use of resources available electronically, for accessing curricula and for sharing locally produced curricula with other providers.

Other activities of statewide significance that promote the purpose of this title:

- Continue communication and activities of the Arkansas Adult Education Advisory Council
- Continue with ESL Task Force project objectives
- Finalize disabilities policy manual
- Increase the number of WAGE centers
- Develop a plan for increasing the number of family literacy grants in Arkansas
- Develop a system of support services for adult education/literacy providers in adult counseling
- Research feasibility of funding an Arkansas Adult Education/Literacy Homeless Education program

The ADWE will continue its work in coordination with the Arkansas ESL Task Force that was organized in 1995. Goals of the ESL Task Force have been to develop a state handbook for ESL providers; to research, field test, and recommend a statewide assessment tool or process for ESL students; and to revise the state MIS system to reflect USDOE-OVAE definitions of ESL educational functioning levels. The ADWE has coordinated with the Arkansas Learning Disabilities Planning and Policy Committee to finalize and publish a disabilities policy manual which was disseminated to all adult education and literacy providers.

ADWE-funded programs provide the adult literacy component in Even Start programs in Arkansas as well as collaborative family literacy programs with partners such as Head Start. With the passage of the Reading Excellence Act, reauthorization of Head Start, and increases in funding for Even Start and Head Start, ADWE/Adult Education Section (AES) is involved in a statewide Family Literacy Initiative with other agencies and providers. The goal of this initiative is to increase the number of comprehensive family literacy programs, especially those where adult literacy services are provided by local adult education literacy providers funded by Adult Education dollars.

As a model project, and in response to the emerging need for mental health, personal, and occupational counseling, the ADWE will coordinate with the AALRC staff to determine the feasibility of added support for local programs in counseling. Research could include developing training for instructors and administrators, establishing specific protocol and criteria, and establishing statewide alliances with university-sponsored or professional organizations in the field of mental health.

Coordination with existing support services, such as transportation, childcare and other assistance designed to increase rates of enrollment in and successful completion of adult education and literacy services, to adults enrolled in such activities:

- Increase communications among directors of state agencies
- Determine the feasibility of interagency professional development activities

The model for coordination of existing support services must be developed at the state agency level in order to be effectively incorporated at the local program level. Although coordination between some service provision agencies has been active for many years, the Workforce Investment Act's unified state plan and other already existent collaborations will strengthen this effort. The Governor of Arkansas has mandated interagency communication through regularly scheduled cabinet-level partnership meetings. The NIFL grant has provided an opportunity for the ADWE to partner with many agencies and organizations that serve adults with learning disabilities. The alliances formed through both of the above activities will be strengthened and supported with funds provided through this section of the WIA.

One specific activity that is planned to strengthen coordination with existing support service providers is a structured program of interagency training. The AALRC professional staff will work with the ADWE and training directors/specialists of partnering agencies to plan and coordinate combined agency training in areas of mutual benefit to adult learners.

Integration of literacy instruction and occupational and skill training, and promoting linkages with employers:

- Continue collaboration and encourage communication among local employers, municipal and state government agencies, industrial development organizations, and educators
- Collaborate with One-Stop Centers to meet the needs of mutual clients

Workplace education programs gained formal recognition in 1991 through the combined efforts of the ADWE and the Governor's Commission on Adult Literacy. Consequently, local programs have provided educational services in the workplace in partnership with local employers for a number of years. Many workplace educational services prepare participants for occupational skill training. Local program involvement in these efforts will be encouraged by the ADWE and assisted through technical assistance, policy determinations, and professional development.

Arkansas has sponsored workforce preparation programs as a direct response to employers' need for a qualified workforce. WAGE, an employer-driven program, represented a collaborative effort between the Governor's Commission on Adult Literacy, the ADWE, local adult educators,

industrial coordinators, ESD, state and regional industrial development organizations, and employers statewide. WAGE is a community-based, workforce development program that addresses the need to improve the basic academic skills of unemployed and underemployed Arkansans. The program places employers at the center of an effort to redefine basic academic skills required by today's high-performance workplaces.

Linkages with post-secondary institutions:

- Continue communication between Arkansas Department of Workforce Education and Arkansas Department of Higher Education
- Research the potential for collaborative ventures in student services and data collection

Continued emphasis will be placed on developing and maintaining linkages with post-secondary institutions so that students can be placed in post-secondary education and/or training. The ADWE will work with the appropriate offices responsible for data collection to track and report the number of students who have completed adult education or literacy programs and enter post-secondary education and training programs. Coordination of this effort will require research and evaluation of the existing Arkansas Adult Education /Literacy MIS, as well as data collection systems used by the various post-secondary institutions in Arkansas.

(iv) Direct and Equitable Access

[Federal Planning Guidance: Describe the steps the eligible agency will take to ensure direct and equitable access, as required in section 231(c). (Sec. 224(b)(12))]

In order to provide direct and equitable access to federal funds as required in section 231 (c) and Section 224 (b) (12) of the Workforce Investment Act of 1998, ADWE will award funds on the basis of competitive applications submitted by eligible recipients. Direct and equitable access includes:

- The right to submit applications directly to ADWE for funds
- A process for selecting recipients of funds that gives each agency, institution, and organization an equal chance to receive an award

Eligible providers will be required to submit a proposal to ADWE describing their current and proposed programs – activities, progress toward benchmarks, program expansion, etc. Local grant recipients will be required to maintain documentation to validate this information. ADWE will review applications, make final funding decisions, and award multiyear grants.

Notice of Availability—Section 231 (c)

Access:

- ADWE will ensure that each eligible provider currently receiving funds will be notified of the availability of federal funds and procedures for applying for funds. ADWE will also send an Arkansas Adult Education Funding Application upon request.

Process:

- ADWE will run a classified advertisement in a statewide newspaper of record for three consecutive days, including the weekend, notifying the public of the availability of federal funds and providing information on how to apply. This information, and the Arkansas Adult Education Funding Application, will also be posted on the AALRC web site www.aalrc.org.
- Each eligible provider currently receiving federal funds will be notified of the availability of these funds and application procedures.
- Each eligible provider not currently receiving federal funds can contact the ADWE to obtain an application packet.
- Any eligible provider submitting a completed Arkansas Adult Education Funding Application for any ADWE funding by the due date will be considered for funding.

(e) Food Stamp Employment and Training

(i) Total Cost of E&T Program

[Federal Planning Guidance: Estimate the total cost of the State's E&T program and identify the source of funds according to the format for Table 5, Planned Fiscal Year Costs, contained in the most current release of "The Handbook on Preparing State Plans for Food Stamp Employment and Training Programs."]

The total E & T Program costs for fiscal year 2000 are \$172,506.

(ii) Work Opportunities for ABAWDs

[Federal Planning Guidance: Acknowledge that the State will spend at least 80 percent of its total 100 percent Federal E&T grant to create qualifying work opportunities to permit ABAWDs to remain eligible for food stamps.]

Because the State of Arkansas chose to utilize all of its 15% RTW exemptions to exempt ABAWDS, we will not spend at least 80% of its total 100 percent Federal E & T grant. Arkansas' E & T Program will only use the 20% allocation to serve its E & T population.

(iii) Intent to Spend

[Federal Planning Guidance: Indicate, if applicable, whether the State agency intends to spend at least as much as it spent of its own funds in FY 96 for E&T and optional workfare administration to receive the additional 100 percent Federal allocations provided for in the Balanced Budget Act of 1997.]

The State of Arkansas will spend more for workfare and less for E & T. “The Department of Human Services Food Stamp E & T Program intends to spend its own funds in FY 2000 for E & T and optional workfare administration; the Department will not meet its Maintenance of Effort”.

(iv) Participant Reimbursement

[Federal Planning Guidance: Describe both the expected sources and the status of State agency funding for participant reimbursement.]

E & T administrative cost under
Section 16; including workfare
if it is part of the E & T plan.

100% Federal funding

E & T administrative costs which
Exceed the 100% unmatched
Federal funding

50% Federal and 50% State
funding

Participant reimbursement for
Expenses incurred in order to
Participate in the E & T program

50% Federal and 50% State
funding up to a total of \$25
per month per participant for
Transportation and costs and
Up to the actual cost of the
dependent care, the local
market rate, or the statewide
limit, whichever is lowest,
per month per dependent for
dependent care cost.
Expenses above these
amounts per month do not
receive Federal
reimbursement.

(f) Welfare-to-Work

[Federal Planning Guidance: Describe the State's plans for the expenditure, uses and goals of the 15-percent funds.]

The State plans to reserve 15% of the Welfare-to-Work (WtW) funds to provide additional support to assist long-term recipients of assistance to enter unsubsidized jobs. These funds may be used in special projects. These funds may also be used to provide additional support for the 85-percent funded projects operated by the workforce investment boards. Specific use of the funds will be determined by the Governor, through advice from the Arkansas Transitional Employment Board, as he sees need for extra assistance for long-term welfare recipients.

A portion of these funds may be distributed to public, private nonprofit, and private-for-profit entities through a statewide request for proposal process. It is expected that proposals will be received from a variety of workforce entities, including local workforce investment boards one-stop systems, and other organizations that provide some of the assistance needed by the targeted population.

(g) TANF

[Federal Planning Guidance: Indicate the name, address, and EIN number of the TANF administering agency and estimate for each quarter of the fiscal year by percentage the amount of TANF grant that it wishes to receive.]

Arkansas Department of Human Services
P.O. Box 1437, Slot 316
Little Rock, AR 72203

EIN – 1-716007389-AZ

Estimate - 25% per quarter

(h) Vocational Rehabilitation:

(i) Funds Reserved for Development and implementation of Innovative Approaches

[Federal Planning Guidance: Describe how the State will utilize funds reserved for the development and implementation of innovative approaches to expand and improve the provision of vocational rehabilitation services to individuals with disabilities under the State plan, particularly individuals with the most significant disabilities. (Sec. 101(a)(18)(B))]

ARKANSAS REHABILITATION SERVICES (ARS)

INNOVATIVE APPROACHES TO EXPAND AND IMPROVE THE PROVISION OF VOCATIONAL REHABILITATION SERVICES

Arkansas Rehabilitation Services (ARS) is the state program that provides vocational rehabilitation services to assist individuals with significant disabilities in becoming employed and living independently (with the exception of DHS-Division of Services for the Blind). The state Vocational Rehabilitation (VR) programs are funded through the Vocational Rehabilitation Act (Title IV of the Workforce Investment Act of 1998) and have been provided through federal and state matching funds since 1973.

As a result of statewide studies and program evaluation, ARS has implemented the following changes:

- The Arkansas Rehabilitation Services Operating Policy Manual has been revised and promulgated. The manual draft document was done by a group of administrators, supervisors, counselors, and rehabilitation assistants from all components of the agency. The State Rehabilitation Council had representation in this group as well as the Client Assistance Project. Policy was selected along with being revised from the present policy/procedure manual and changes made to improve services to the most significant disabled and to be in compliance with Federal regulations. A procedure manual will be developed at the completion of the promulgation process.
- The agency policy for reimbursing expenditures to Community Rehabilitation Programs is a performance-based system. The system award points to CRP's according to client progress toward employment. As a result of continued emphasis on employment, the performance-based funding system has been revised to place greater rewards on competitive employment outcome and reduce rewards for other steps in the process.
- ARS updated its Arkansas Standards for Community Rehabilitation Program Certification. This resulted in reduced consumer processing type activities and encourages timely transition to competitive employment in integrated settings consistent with the consumers informed choice.
- A special program of vocational rehabilitation for juniors and seniors in special education continues to be operated at Hot Springs Rehabilitation Center. In this program, students receive rehabilitation services such as pre-vocational training, vocational preparation, and job experience through the Rehabilitation Center as part of their school curriculum. This program continues to be very popular with schools, parents and students.
- An Information System Plan that was developed by ARS to comply with a new state law, requiring all State Government Agencies to develop a plan for future computer technology purchases. ARS is utilizing this plan as a guide for implementing new

computer technology throughout the agency. A new Client Tracking System is being considered.

- The Rehabilitation Council of Arkansas (RCA) has been integrally involved in all aspects of the agency's operations, including planning, personnel policies, and program evaluation studies. The RCA has assigned specific members to be primarily involved with the various aspects of the agency. The responsible persons from the RCA coordinate and report to the RCA at regular meetings.
- A revision of ARS Comprehensive System of Personnel Development as required by Section 101(a)(7) Rehabilitation Act Amendments of 1998 is under review at this time for implementation.

The primary vehicles for expanding services to individuals with the most severe disabilities continues to be the Agency's order of selection, staff training on severe disability, comprehensive outreach strategies, and special programs to serve groups that have been traditionally unserved or underserved.

The Order of Selection places persons with the most significant disabilities as the highest priority for receiving services. Coupling this with performance evaluation criteria has resulted in increased outreach at the local level to identify and provide services to the most severely disabled.

Staff will continue to receive special in-service training on issues related to individuals with the most severe disabilities, including technology needs. Emphasis is placed on serving persons with the most severe disabilities at statewide staff meetings, newsletters, and intra-agency correspondence.

Close working relationships with organizations providing education and vocational preparation will continue. ARS staff will continue to serve on advisory boards for local and state school-to-work programs, and one-stop services programs. In this capacity, they will conduct outreach to persons with the most severe disabilities. Close contact with the network of Centers for Independent Living throughout the state is maintained as an outreach effort.

Special programs through the Hot Springs Rehabilitation Center such as the Spinal Cord Injury Program and the Traumatic Brain Injury Program provide opportunities to serve persons that otherwise might not be served.

An individual who is "Most Severely Disabled" is defined as one who has a severe physical or mental impairment which seriously (1) limits two or more functional capabilities (mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of employment outcome; (2) whose vocational rehabilitation can be expected to require

multiple VR services over an extended period of time; and (3) who has one or more physical or mental disabilities.

DIVISION OF SERVICES FOR THE BLIND (DSB)

EVALUATION AND REPORT OF PROGRESS IN ACHIEVING IDENTIFIED GOALS AND PRIORITIES AND USE OF TITLE I FUNDS FOR INNOVATION AND EXPANSION ACTIVITIES

The Division of Services for the Blind has developed and initiated a Blind Services Information System. This system consists of a computerized record keeping system, which will allow all case service records to be kept electronically. This system will allow DSB administrators and supervisors to have access to all consumer records statewide. This will provide the Division with increased information and more timely access to data, which will allow more efficient service to consumers.

The Division has expanded the technology lab. This expansion includes additional equipment which has been updated to include current technology. Training classes are being provided to consumers in the use of available technology.

The Division of Services for the Blind has entered into agreements with two independent living centers in the State. The agency has provided funding and technical assistance to the centers, which will allow them to better serve blind consumers. Each center has hired blind or visually impaired staff and is in the process of developing a system to provide independent living core services to blind consumers. A third Center for Independent Living (CIL), Delta Resource Center has submitted a proposal for funding.

The Division has also utilized Title I funds for innovation and expansion in the following areas:

- Providing funding to the Arkansas Independent Living Council.
- Providing Braille college textbooks to students in highly technological fields of study, where timely access is not provided by the responsible institution.
- Providing assistive devices to individuals with disabilities.
- Continuing a summer transition program as an annual activity.

(ii) Quality, Scope, and Extent of Supported Employment Services

[Federal Planning Guidance: Describe the quality, scope, and extent of supported employment services authorized under the Act to be provided to individuals who are eligible under the Act to receive the services. (Sec. 625(b)(3))]

ARKANSAS REHABILITATION SERVICES (ARS)

During FY 2001, funds received under Title VI, Part B, will be assigned on an allocation basis to counselors statewide. Each counselor will have an allocation and will accept referrals from other agencies, programs or other sources. Funds will be used to purchase services from approved vendors. Counselors may also use funds from their Title I allotment to purchase Supported Employment Services. The client population will include individuals with the most significant disabilities including: developmental disabilities, chronic mental illness, traumatic head injury, and deaf and hearing impaired who are determined eligible for supported employment services or in future years with any other most significant disability group from whom continuing support will be available through agency agreement or by natural supports.

Supported Employment Services Operational Objectives

Type of individual to be served	Number Served	Rehabilitated	Supported Employment Model
Mental Illness	25	17	Job Coach/Mobile Crew Transition Employment
Mild Mental Retardation	27	15	Job Coach/Mobile Crew
Moderate Mental Retardation	18	9	Job Coach/Mobile Crew
Severe Mental Retardation	2	1	Job Coach/Mobile Crew
Traumatic Head Injury	5	3	Job Coach/Mobile Crew
Other	<u>38</u>	<u>25</u>	Job Coach/Mobile Crew
TOTAL	<u><u>115</u></u>	<u><u>70</u></u>	

DIVISION OF SERVICES FOR THE BLIND (DHS)

The Division of Services for the Blind developed a supported employment program in FY 88 . Management and supervisory staff, as well as direct service personnel, have received formal training to gain an understanding of the concepts of supported employment. Training will be scheduled for vocational rehabilitation counselors to update program and procedures for providing supported employment.

Division of Services for the Blind has an agreement with the Mainstream Living, Inc., United Cerebral Palsy, Abilities Unlimited Easter Seals, Goodwill Industries, and Helping Individuals Reach Employment (HIRE) to provide supported employment services. These agencies have agreed to provide extended services to clients after the 18-month period the DSB client is eligible for supported employment services. The VR counselor and the individual with the disability jointly determine when the client has made the transition from supported employment services to extended services. Extended Services are defined as support services and other appropriate services needed to support and maintain an individual with a most significant disability in supported employment. Extended services are provided singly or in combination and are organized and made available in such a way as to assist an eligible individual in maintaining supported employment. Extended Services are based on the determination of the needs of an eligible individual as specified in the individualized plan for employment (IPE). Extended services may be provided by the vocational rehabilitation agency, a non-profit organization, an employer, or any other appropriate resource, after an individual has made the transition from support provided by the Division of Services for the Blind.

The Division of Services for the Blind will renew the successful supported employment agreements that have been effective in securing employment for DSB clients in need of supported employment services. Supported employment services will be subject to the DSB Order of Selection, thereby, providing a preference to the individuals with the most significant disability.

(iii) Order of Selection and Justification

[Federal Planning Guidance: In the event that vocational rehabilitation services cannot be provided to all eligible individuals with disabilities in the State who apply for services, indicate the order to be followed in selecting eligible individuals to be provided vocational rehabilitation services and provide the justification for the order. (Sec.101(a)(5)(A)-(B))]

ARKANSAS REHABILITATION SERVICES (ARS)

The Arkansas Rehabilitation Services established an Order of Selection policy on August 1, 1991. Revisions to the ARS regulations follow the ARS regulatory process, including public comment and the advice, counsel, and approval of the ARS Rehabilitation Council.

The current ARS' Order of Selection assures the provision of services to clients with the most significant disabilities first. Services and expenditures will be closely monitored to enable the Agency Commissioner to close or open priority categories as deemed appropriate. This will assure services are continued for cases determined eligible and receiving services under an

Individualized Plan for Employment. Adequate funds will be conserved to provide diagnostic services for all applicants to determine eligibility and category placement. Changes in the order of selection are Technical changes in keeping with the regulations and Regional Identical Memorandum IM-96-09.

The Order of Selection priority categories, justification for each, outcome and service goals are listed below:

Priority Category I: Eligible individuals who are most significantly disabled.

Justification: Federal Law and regulations require that individuals who are the most significantly disabled be selected for services before other eligible individuals with disabilities.

Priority Category II: Eligible individuals who are significantly disabled.

Justification: Individuals in this category make up a significant portion of the population of persons with disabilities who are unemployed due to serious limitations of functional capacity. They require special consideration in an order of selection.

Priority Category III: Eligible individuals who are non-significantly disabled whose Vocational Rehabilitation is expected to require multiple Vocational Rehabilitation services.

Justification: Individuals in this category have greater rehabilitation needs than others in the non-significantly disabled group due to their need for multiple services.

Priority Category IV: Eligible individuals who are non-significantly disabled that cannot be classified into a higher priority.

Justification: This category includes all other eligible individuals. This category will assure all eligible individuals would receive services if sufficient funds were available to open this category.

Rehabilitation applicants or clients who are Public Safety Officers and whose disability is a result of action performed in the line of duty and which is a result of a criminal act, apparent criminal act or a hazardous condition resulting directly from the officer's performance of duties in direct connection with the enforcement, execution and administration of law, fire prevention, fire fighting or related public safety activities and meets eligibility criteria for a specific category, will be given priority for service within that specific category of eligibility.

DEFINITIONS

Most Significantly Disabled

An individual who meets the criteria for significantly disabled but whose physical or mental impairment seriously limits two or more functional capacities in terms of an employment outcome.

Significantly Disabled:

1. The individual has a severe physical or mental disability which seriously limits at least one functional capacity (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome; and
2. The individual has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders, (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, and end-stage renal disease; or another disability or combination of disabilities determined on the basis of an assessment for determining limitation; and
3. The individual's vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time.

Note: Individuals with a disability as listed in the Federal Manual Section 1250 or the Vocational Rehabilitation Program Manual Section 3005.11 and any individual who has been allowed disability benefits pursuant to Title II

(Social Security Disability Insurance) or Title XVI (Supplemental Security Disability Insurance) or Title XVI (Supplemental Security Income) of the Social Security Act at any time while a vocational rehabilitation client shall be considered to have a significant physical or mental disability which seriously limits at least one functional capacity and disability requirements as described in Criteria 1 and 2.

Non-Significantly Disabled: An individual who does not meet the criteria for significantly disabled.

Multiple Vocational Rehabilitation Services: Two or more major VR services, i.e., physical or mental restoration, training, counseling, guidance and placement. Excluded are support services such as transportation and maintenance.

Extended Period of Time: Three (3) months or more from the date services are initiated.

DIVISION OF SERVICES FOR THE BLIND (DSB)

DESCRIPTION OF THE ORDER OF SELECTION, ITS JUSTIFICATION, AND OUTCOMES AND SERVICE GOALS, TIME FRAMES, AND SERVICE COSTS

The Arkansas Division of Services for the Blind, due to limited funding, is unable to purchase services for all individuals who make application and are determined eligible for services. Therefore, a statewide Order of Selection has been developed to assure that the most severely disabled individuals receive services, during periods where the Division cannot adequately fund all eligible individuals.

All applicants for VR services receive a preliminary diagnostic evaluation to determine eligibility or ineligibility for services. The Order of Selection will not preclude or restrict the provision of diagnostic and evaluation services which assist in the determination of eligibility. During periods of limited funding an individual determined to meet the eligibility requirements must also meet the requirements of an open Order of Selection category. Eligibility must be determined before administering the order of selection.

The Division will assure that the implementation of an Order of Selection will not discriminate against any eligible individual. However, restrictions in financial support may prevent immediate services to all eligible individuals with visual impairments. Any time that it is determined that services cannot be provided to all individuals expected to be determined eligible, the Director of

the Division of Services for the Blind may declare the implementation of an Order of Selection. The Director will notify staff by written memorandum when the Order of Selection is to be implemented, amended or withdrawn.

The Order of Selection has a design that will preclude serving individuals with less severe disabilities, who are not already being served under an IPE at the time of implementation, in favor of individuals who are more severely disabled. The Division will continue to serve individuals who are currently being served under an existing IPE, including post employment services. The Order of Selection does not provide for service (either direct or purchased) to individuals who do not meet the criteria of service category in effect, however, all eligible individuals who do not meet the Order of Selection criteria in effect, shall have access to services provided through the information and referral system implemented by the Division.

Policy: the order of selection shall be administered on a statewide basis.

The order of selection shall be implemented to assure that eligible individuals with the most severe disabilities are provided services before other eligible individuals.

Eligible individuals who are public safety officers shall receive priority for services within each category.

The division shall conduct an assessment to determine whether an individual is eligible for vocational rehabilitation services and to determine the individual's priority under the order of selection.

The order of selection shall not apply to the following:

- The acceptance of referrals
- The provision of assessment services to determine whether an individual is eligible for vocational rehabilitation services.
- Services needed by an eligible individual who has begun to receive services prior to the effective date of this order of selection, irrespective of the eligible individual's disability.

The director of the division of services for the blind shall direct the order of selection by designating in written memorandum the priority categories to be served.

An eligible individual shall be immediately reclassified into a higher priority category whenever appropriate justification exists in the case record of the individual.

In the order of selection each eligible individual within a closed priority category shall be placed on a waiting list until such time as the priority is opened.

When a priority category is to be opened for services, the director of the division of services for the blind shall issue an implementing memorandum to staff with instructions that appropriate services delayed under the order of selection may be provided.

NOTIFICATION OF APPEAL

When a request for services by an eligible individual is affected by the order of selection, the individual shall be immediately notified of such in writing and provided with information on the procedures for individual rights for appeal and how the client assistance program may provide help in the process.

JUSTIFICATION FOR THE ORDER OF SELECTION

The order of selection has been developed with the active participation and approval of the division of services for the blind board, and is consistent with the February 11, 1997 CFR 361.36 requirements. The order of selection gives first priority to those individuals with the most significant disabilities as defined by the division. The criteria to determine individuals with the most significant disabilities and subsequent order of categories to be followed in the selection of individuals to be provided services is based on a refinement of the criteria set forth in the definition of individuals with a significant disability, specifically, the degree by which an individual's impairment seriously limits his or her functional capacities

DEFINITIONS:

ELIGIBLE INDIVIDUAL WHO IS A PUBLIC SAFETY OFFICER means an individual who meets the definition of Public Safety Officer under Section 7(12) of the Rehabilitation Act, as amended in 1992, and whose disability was sustained in the line of duty. In the line of duty is applicable when the cause of the disability is related to a criminal act, apparent criminal act, or, a hazardous condition resulting directly from the officer's duties in direct connection with the enforcement, execution, and administration of law, fire prevention, fire fighting, or related public safety activities. A public safety officer may be an individual serving in the United States, state or any local unit of government, with or without compensation.

Examples:

- The enforcement of the criminal laws, including a highway patrol, or the maintenance of civil peace by the National Guard of the Armed Forces
- A correctional program, facility, or institution where the activity is potentially dangerous because of contact with criminal suspects, defendants, prisoners, probationers, or parolees

- The court having criminal or juvenile delinquent jurisdiction where the activity is potentially dangerous because of contact with criminal suspects, defendants, prisoners, probationers, or parolees
- Fire fighting, fire prevention or emergency rescue missions.

Special consideration will be given in all priority groups to those individuals whose disability arises from a disability sustained in the line of duty.

FUNCTIONAL CAPACITIES mean the following:

ORIENTATION AND MOBILITY: The ability to travel independently to and from destinations in the community.

SELF CARE: The ability to manage one's own situation, including meal preparation, house cleaning, and health and safety needs.

COMMUNICATION: The ability to effectively exchange information through spoken or written words, sign language, Braille, concepts, gestures, or other means.

WORK SKILLS: The ability to do specific tasks required for a particular job.

WORK TOLERANCE: The ability to sustain required levels of functioning in work related activities with or without accommodations.

INTERPERSONAL SKILLS: The ability to make and maintain personal, family, and community relationships.

SELF-DIRECTION: The ability to independently plan, initiate, problem-solve, organize, and carry out goal directed activities.

INDIVIDUAL WITH A SIGNIFICANT DISABILITY means an eligible person with a disability:

- Who has severe physical or mental impairment that seriously limits one or more functional capacities, such as, mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills, in terms of an employment outcome; and
- Whose vocational rehabilitation can be expected to require two or more substantial vocational rehabilitation services over an extended period of time;

INDIVIDUAL WITH THE MOST SIGNIFICANT DISABILITY means an eligible individual with a significant disability:

- Whose impairment seriously limits four or more functional capacities in terms of an employment outcome, and,
- Whose vocational rehabilitation (VR) requires three or more substantial VR services over an extended period of time.

ARKANSAS DIVISION OF SERVICES FOR THE BLIND ORDER OF SELECTION

Priority 1 Eligible individuals with the most significant disability whose impairment limits four or more functional Capacities in terms of employment outcomes and Whose rehabilitation requires three or more Substantial vocational rehabilitation services over an extended period of time.

Priority 2 Eligible individuals with a significant disability whose impairment limits three functional capacities in Terms of employment outcome and whose rehabilitation requires three or more substantial vocational rehabilitation services over an extended period of time.

Priority 3 Eligible individuals with a significant disability whose impairment seriously limits two functional capacities in terms of an employment outcome and whose rehabilitation requires two or more substantial vocational rehabilitation services over an extended period of time.

Priority 4 All other eligible individuals
Statistics Reported for Program Year October 1997-September 1998

Priority	#Served	#Rehabilitated	Costs
Category 1	572	24.8%/142	\$870,236.00
Category II	607	50.8%/150	\$822,792.00
Category III	6	0	\$4,029.00
Category IV	9	0	\$935.00
All Categories	1,194	75.6%/292	\$1,697,992.00
Average Cost Per Client:			\$1,422.10

Minorities Served: 324

(k) CSBG

[Federal Planning Guidance: Describe how the State intends to use discretionary funds made available from the remainder of the grant or allotment described in section 675C(b), including a description of how the local entity will use the funds to support innovative community and neighborhood-based initiatives.

The State will use 5 percent of its allotment as a discretionary fund within the state agency to fund activities deemed to be useful to advance the purposes of the CSBG Act. Approximately 20 percent of that amount will be set-aside for victims of natural disasters who meet the poverty guidelines. Approximately 40 percent will be used to provide technical assistance and training needed by eligible entities and organizations which serve the low-income communities, which training and technical assistance would not otherwise be available to them. The remaining 40 percent will be used to fund discretionary projects of nonprofit agencies and organizations. Percentages stated are estimates of discretionary fund usage.

Local entities use funds to support community and neighborhood-based initiatives such as: a summer tutorial program to assist K-12 students in an impoverished area to improve academic skills and provide employment opportunities for low-income youths; a dental clinic to assist low-income people to receive free dental services; scholarships to single parents for assistance with tuition, books, daycare expenses, transportation costs, etc., to help them become more employable; interpreter for the Spanish-speaking population to assist that population to obtain needed services; and to conduct community dialogues to reduce prejudice, discrimination, and to promote racial harmony.